

Reading Interventions in Relation to the Ohio Third Grade Reading Guarantee

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What factors influence a low-income school's decision about specific reading instruction programs as a part of Ohio's Third Grade Reading Guarantee?

Background Research

- Reading is a critical, foundational skill for young learners.
- Especially important for children of poverty
- Ohio Third Grade Reading Guarantee requires retention for below grade level readers.
- Specific research-based programs selected by ODE, including **Reading Recovery** and **Orton Gillingham**.
- Reading Recovery provides individualized, intensive instruction for 12 weeks for below level first grade students.
- Orton Gillingham includes multi-sensory instruction for 30 minutes a day.

Theme	Number of Mentions (Teacher A – RR)	Number of Mentions (Teacher B – OG)
Research basis	4	1
Teacher endorsement and leadership	3	5
Effectiveness in collaboration with a district mandate	2	2
Continuing professional development	2	2
Personal examples of student success	4	4
Need for highly effective intervention	5	3
Cost	0	3
Time	4	2

Results

- Research basis
- Teacher endorsement and leadership
- Effectiveness in collaboration with a district mandate
- Continuing professional development
- Personal examples of student success
- Need for highly effective intervention
- Cost
- Time

Methodology

- The research includes case studies of schools using either Reading Recovery or Orton Gillingham.
- Interviews were conducted with educators who use either program.
- Interviews were supplemented with trainings and observations of lessons from each program.

District	May 2014 Proficiency %	May 2013 Proficiency %	Growth from 2013-2014
Akron	79.1	68.8	10.3
Canton	74.8	66.4	8.4
Cincinnati	81.8	72	9.8
Cleveland	63	55	8
Columbus	69.2	58.4	10.8
Dayton	65	52.6	12.4
Toledo	76.4	67.2	9.3
Youngstown	67.9	55.9	12

Conclusions

- The majority of the factors applied to both programs.
- These factors could be used as a framework for schools and districts when selecting a program in order to support an informed decision.
- Factors can be used to evaluate other programs as well.
- These factors are especially relevant to low-income districts with high populations of at-risk readers.

Key Resources

- Reynolds, M., & Wheldall, K. (2007). Reading recovery 20 years down the track: Looking forward, looking back. *International Journal of Disability, Development & Education*, 54(2), 199-223.
- Scheffel, Debora L. Shaw, Jack C. Shaw, Rose. (2008). The efficacy of a supplemental multisensory reading program for first-grade students. *Reading Improvement*, 45(3), 139-152.
- *The third grade reading guarantee guidance document* (2012). Columbus] : Ohio Dept. of Education, 2012]

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